

LB 41
.572

Inauguration Address
OF
HOMER BAXTER SPRAGUE

President of Mills College

Seminary Park

Alameda Co., California



October 24th, - - - - 1885

INAUGURATION ADDRESS
OF
HOMER BAXTER SPRAGUE

PRESIDENT OF MILLS COLLEGE

Seminary Park

ALAMEDA CO., CALIFORNIA

— * —

October 24th, - - - - - 1886



LB41
S12

ADDRESS.

The political constitution of the United States assumes as a postulate the prevalence among the people generally of a high degree of education. Of all men, a ruler should be wise. Unless the people are very intelligent, a government by them will be either a tragedy or a farce. Even under an absolute despotism the theory is that every man knows the law ; for at his peril he must obey it.

But in the United States the voter not merely obeys the law : directly or indirectly, by action or by neglect, he makes it, interprets it, executes it, or nullifies it. His is the originating, guiding brain, as well as the obedient hand. He may be silly, or insane, or drunk, or malicious ; he nevertheless rules. There is no help for this : it is too late to restrict suffrage ; our government must be by the people.

It is not simply a knowledge of what is right and what is wrong that is required, though that knowledge would have to be great to insure the safe, smooth, efficient working of the machinery. The relations of society are yearly growing more multiplied and intricate. Every municipality, and still more every State, is becoming a gigantic business corporation, carrying on many kinds of business, with many kinds of people. For instance : the town, the city, the county, the state, the nation, has land to be surveyed, bought, improved or sold ; boundaries to be run ; ships to be built and navigated ; forests, parks and gardens to be protected ; waters to be stocked with fish, or stored in reservoirs, or conducted in canals, or kept pure for drinking ; roads and streets to be laid out, or paved or lighted ; sewers, bridges, buildings of many kinds, to be built ; reformatories, prisons, work-houses, asylums, hospitals, to be managed ; moneys to be borrowed or invested ; law suits to be prosecuted or defended ; the public health, peace and morals to be conserved ; ordinances and statutes of a thousand kinds to be enacted ; courts of justice to be maintained ; private property, reputation and personal liberty to be kept sacred ; children and youth of different races to be educated ; and a multitude of other business concerns to be handled with fidelity and skill. Not one of

the branches of learning ordinarily pursued in educational institutions below the grade of college is superfluous. All come in play, and directly or indirectly supply that information or that ability needed by every voter, in order that he may vote—that is, govern—well.

Now, we have a machinery adapted, if rightly used, to secure just that needful discretion, that full knowledge of civil rights, that perfect promptness in the discharge of civil duties. It is the public school system, originated in New England, but now substantially adopted throughout the nation. Free schools, free colleges, free universities are primarily intended to do this very work, to turn out wise, patriotic, expert citizens. That is their *raison d'être*. That should be their first and chief business.

It is demonstrable that the true end and aim of public school education is not to enable a boy or girl to get a living. Of that living they are pretty sure, educated or not. It needs to be iterated and reiterated, that the supreme object of the public schools is to enable and dispose the young to be valuable members of the body politic—that is, to love their country, to know fully their civil rights, to discharge skillfully and magnanimously their civil duties.

In this great work we have made beginnings—nothing more. We fall far short of the ideal. Nay, this very ideal does not even exist in the minds of the masses, nor has any statesman as yet heartily entered upon the work of creating it. A thorough education of every child in all the matters upon which his influence as a citizen is liable to be exerted; an education, too, that shall give him a firm grip upon fundamental principles, and give those principles a firm grip upon him; an education that shall insure quickness and accuracy of judgment; an education that shall make him passionately fond of his country; an education thoroughly pervaded by the sentiments of honor and inflexible justice—that is the standard. The best institutions for secondary instruction are none too high to impart this training. Nothing short of a thorough and prolonged school course under upright teachers can suffice. How to draw every young person into such a curriculum, and to keep him there during the years of study, is the question. It cannot be by compulsion; it must be by means yet untried; perhaps by liberal pecuniary rewards bestowed for good conduct and good scholarship—rewards so liberal that the poorest parent can well afford to lose the earnings of his child during those studious years.

For want of such education of every child, the nation, every state,

MILLS SEMINARY.

[From THE OCCIDENT, San Francisco, of April 1, 1885.]

EDITOR OCCIDENT:—Twice, recently, the writer has enjoyed the pleasure of a visit to Mills Seminary, near your city, and so favorable have been the impressions received that I feel strongly inclined to speak a word in its behalf through your columns. I shall therefore be pleased if you can find space for my brief communication in reference to it.

On both of these occasions I had opportunity for conversation with the teachers; for meeting, incidentally, a number of the pupils; and, what was quite as important for my purpose, for quietly making my own observations of matters and things. The result of it all was the decision that, were I a young woman of the Pacific Coast, and about to enter upon a course of study in some institution disconnected with the public school system, I should begin and end my curriculum at Mills Seminary.

The following are some of my reasons: First, the location of the school is without fault as to healthfulness. Purer air and more, of it no one could ask. No institution in either of the large cities on the shores of your bay can compare with the Seminary in this respect.

Next, the situation itself is very beautiful. In this respect, also, no other school in the State excels it. This feature furnishes an element in education too often entirely wanting. No fresh young life can expand, during four years, amid all that marvelous display of tree and flower, and that delightful series of hills and valleys, without results upon character as charming as are the surroundings themselves. Let a sensible girl walk to the top of Prospect Hill, and study for a while the magnificent view from that point—the glistening bay on the right, the long range of green hills on the left, and the many tinted valleys between—and think the thoughts which *must* come into mind, and gradually that bit of divine hand-painting will become a part of herself. More and more she will become like Him who made both sea and land.

Then, there exists the quiet, so necessary to comfort, as well as the highest success in study. The nerves of the pupils are not compelled to bear the double strain of hard study and of incessant clatter of town life. For young women, especially, this is a great advantage. Yet how seldom parents take it into account in placing daughters at school. Mills Seminary is quite near enough to the two cities for the pupils to avail themselves of their special privileges, and just remote enough to avoid their harmful influences.

Again, the building itself is finely adapted to its purpose, with its sunny, well-aired rooms for study, for recitation, for sleeping, and its numerous long halls for exercise in stormy weather. And besides being admirably clean and orderly throughout, the building is thoroughly warmed every cool morning and evening. This is a matter in which every parent feels

concern, and one of no little moment, even in your fine climate. Its walls, also, are hung with many choice pictures—oil paintings, steel engravings, and photographs of ancient statuary—so that this atmosphere of art surrounds the pupils daily, exerting the same educating influence as does the beauty outside. Other facilities for improvement are the cabinet and the library, both in buildings separate from the Seminary. In the former is arranged a really valuable collection of specimens, for illustration in Natural History studies. In the latter, a beautiful structure, are several hundred volumes, always accessible for reference or for courses of reading.

Seldom has the writer visited an institution of its class, even in New England, in which there prevailed to such a degree the atmosphere of a refined Christian home. A chief desire of Mrs. Mills seems to be, to ever present before her charge an example of elevated home life. The simplicity of the life led deeply impressed me. There is an utter absence of ostentation in dress and manners, and everybody is natural. Any one who believes that a continued lofty civilization in America depends most of all upon the exalted life of its homes, will appreciate at its full value the influence Mills Seminary exerts upon the daughters of California in this regard. It is a pleasure to know that most of the young women it educates will, in time, become the central attraction in homes of their own, and will there carry out the ideas they have received. To prepare them for such a position, can any outlay be too great?

I learn that at the beginning of the next year—school year—the Seminary will inaugurate a college curriculum, as complete as any pursued in the colleges for young women in New England. This will add to the present inducements for seeking an education within its walls.

The institution being not a private one, but holding a charter from the State, and being in the hands of a self-perpetuating board of trustees, besides being long established, *must* be permanent, and therefore needs but to be liberally endowed to enable it to extend its privileges and blessings to many young women of the coast, who now, through lack of means, cannot avail themselves of them. It has been stated that the girls of the mountain towns and the rural villages, particularly, are urgent to take a course of study "at Mills." This is an honor alike to the school and to the girls; unspoiled by the frivolities of city life, these inland girls furnish the best kind of material for making noble women. Surely, high motives of patriotism, if no other, demand that its doors be thrown wide open to them. Then let Mills Seminary be endowed, until it can fully carry out the broad plan of its founders, which is to provide for able young women a liberal education on the lowest possible terms. Make the institution strong, like your railroads; enduring, like your Sierras. And let California wealth do it. State pride forbids going east of the mountains to procure funds for a local object so beneficent.

STRANGER.

Mills Seminary and College



1886

And Superintendents of schools, principals of young ladies' seminaries, and all who would promote the higher education of women, are earnestly requested to place this announcement in the hands of those likely to be specially interested in the subject.

ANNOUNCEMENT

NOV. 16, 1885

Mills Seminary and College

REQUISITES FOR ADMISSION TO THE COLLEGE.

The requirements for admission to the Freshman Class for the year 1885 will be as follows: *

1. The Latin and Greek Grammars, with special reference to the principles involved in the required translations; viz., in
2. Harkness's Latin Prose, First and Second Parts; or Jones's Latin Prose;
3. Four Books of Cæsar; or the Catiline of Sallust;
4. Seven Orations of Cicero;
5. First six Books of Virgil's *Æneid*;
6. Four Books of Xenophon's *Anabasis*;
7. Three Books of Homer's *Iliad*.—
8. Arithmetic.
9. Algebra through Progression.
10. The whole of Plane Geometry.
11. So much of Grammar and Rhetoric as will enable the student to present a simple essay on some subject, selected at the examination, from
12. Scott's *Lady of the Lake*; Shakespeare's *Merchant of Venice*; Six Selections from Irving's *Sketch Book* (published by Ginn & Co., Boston).

* The requisites are the same as those at Smith College, Mass., for the year 1885, with the addition of the English examination, as specified above in No. 12, and the omission of English into Greek. Equivalents will be accepted.

PREMIUMS.

Among those who shall pass a satisfactory examination, and be admitted to the Freshman Class next July, a sum of money, not less than seven hundred dollars, will be equally divided, to be refunded to the treasury if the recipient shall fail to complete in the institution the regular four years' college course.

CURRICULUM OF FIRST YEAR.

The studies for the Freshman Year will be substantially as follows:

1. Livy, Tacitus, Horace.
2. Homer, Herodotus, Plato.
3. Algebra, Geometry.
4. Bible Study, with lectures.
5. Hygiene, with lectures and physical exercise.
6. Greek and Roman History.
7. French, German, or Spanish.
8. English Language and Literature.
9. Elocution.

N. B.—The **Seminary Course** will be continued substantially as heretofore, with added advantages.

TERMS.

Tuition in all of the branches of the regular college course, including modern languages, board, furnished room and washing, per term of 20 weeks	\$165
Piano lessons and use of instrument, per term.....	\$50 to \$80
Organ lessons and use of instrument, per term.	50
Private singing lessons, per term, including class lessons.....	50
Class singing lessons, per term	10
French, German or Spanish.....	20
Crayon and Pencil Drawing, per term.....	25
Water Colors and Oil Painting, per term.....	35

Catalogues containing full information in reference to the Seminary will be sent on application to the President, Homer B. Sprague, or to Mrs. C. T. Mills, Mills Seminary, California.

and nearly every county, city and town are suffering today ; burdened, many of them, with unnecessary debt and taxation ; burdened sometimes with sorrow and shame ; burdened, all of them, with anxious forebodings. For want of such education of every child, some twenty years ago we threw into the fire of civil war ten thousand million dollars, sacrificed eight hundred thousand lives, the flower of American manhood, and filled the whole land with mourning. For want of such education of every child, the thoughtful patriot fears lest mobs, or dynamiters, or nihilists destroy life and property. In such education of every child is found the prevention or the cure for every political evil we feel or fear. Through such education of every child we shall find a solution of the harassing questions connected with international relations, civil service reform, silver coinage, paper currency, free trade and protective tariff, freedom of the ballot, the Monroe doctrine, prohibition or license, what to do with the Chinese, what to do with the Mormons, what to do with the Indians, what to do with monopolies, what to do with ecclesiasticism, and innumerable other momentous issues sure to arise.

The time has come for this great forward movement in education. It was an inconsistency on the part of our fathers that they did not originate it long ago. They do not seem to have foreseen the tremendous evils with which we have to grapple, or the avalanche of ignorance and prejudice that has been precipitated upon the nation. They placed the ballot in the hands of the people, but they did not make sure that the people should know how to cast it wisely. They supplied the motive power in the ship ; they did not make sure of the steering skill. Twice we have collided with England ; once with Mexico. The explosion of 1861, originating in erroneous doctrines of State rights, nearly tore our craft asunder. What assurance have we that another and a worse will not come ? The dangers from ignorance, prejudice, and false ideas can hardly be exaggerated. The thoughtful patriot in Boston, New York, Chicago, San Francisco, Cincinnati, remembering Pittsburg and Paris, shudders at the possibilities. Happy the statesman that shall take the lead in inducing the nation to apply the plain and sufficient remedy ; recasting the course of study, drawing into the schools, at least, a clear majority of the young, and by liberal premiums, holding them there until they become wise, patriotic, conscientious. The nation has ample pecuniary means. All other remedies have proved inadequate ; this remedy is sure. A thorough high school education of the right sort, or

its equivalent, for every child, should be the ever-present aim. Our form of government demands it; we stultify ourselves and imperil our dearest interests, if we neglect it.

But the question will immediately arise: What need that girls receive this high education? We may answer, that not only must they obey the law, but they powerfully influence public sentiment in making and enforcing the law. As sisters, daughters, wives, mothers, they will control votes, and shape public policy. They are often the power behind the throne greater than the throne. "I govern Rome, my wife governs me, my boy governs her," said the old ruler. It is not safe that one-half of our population should be ignorant, or governed by boys, even if not themselves electors.

Looking at this subject, therefore, from the sole standpoint of patriotic citizenship, the argument for the thorough training of young women, as well as young men, is conclusive. All of the branches of a secondary course, and most of those of a college curriculum, are desirable, if not indispensable. Let it never be forgotten that an American woman, as truly as an American man, is under the strongest obligation to love her native land, to be intelligent and well-informed as to the duties of citizens and the management of public affairs. It is with her, to some extent, a matter of self-preservation even. Her person, her reputation, her liberty, her property, her life, are at stake. She must know in order to obey. The best education is none too good for her as a citizen. We are not called upon to define her rights. We merely assert that for the modest defense of those rights, whatever they are, and for the proper discharge of her duties, she needs the best intellect and the best information.

But we are not simply members of political bodies. "Above all nations is humanity," says Goldwin Smith. We indeed owe the town, city, county, state, nation, our wisest, heartiest service, and that service requires many years of preparation; but we are also subjects of another jurisdiction, members of another body, inhabitants of a larger country. We are citizens of the world, soldiers in the grand army of all mankind. More than this: we are the children of a King. The dome of the sky is the roof of our palace. "Jerusalem, which is from above, is free; which is the mother of us all." Because I am a member of the Republic of God, and still more, because I am immortal, I need all the equipment that education can bestow; and I am entitled to it. So, I trespass not on the equal rights of others, and withhold not my best service to them, all that

art, or philosophy, or culture, or science, or learning, or literature, or history can impart, I may justly claim. Within the lines of my duty to the race, I ought to make the most of myself. Can any branch of learning, or any department of investigation, or any exercise of intellect best broaden, deepen, strengthen, adorn human nature? I have a right to it, and so has my sister or my daughter.

With a view to self-support, if we look no further, woman needs the higher education more than man. She is physically weaker; so much the more need of intellectual strength. He can earn his living by brute force; she must depend on brain rather than brawn, mind rather than muscle, delicacy rather than drudgery, the finger rather than the fist, the pen rather than the spade, the tongue rather than the arm, the pencil rather than the sledge-hammer. In many of the most highly civilized States women outnumber men, and in all of them there would seem to be an increasing number of the unmarried. In the nature of things, therefore, they must be largely self-supporting. A highly educated woman is almost always capable of gaining a substantial livelihood. She knows better how to take care of her health. She knows better how to take care of her property. She is more fertile in resources. There are many fields of useful labor open to her from which her less educated sister is shut out. For instance, there is the field of journalism. Some of the ablest editors and some of the most valued contributors to newspapers and magazines, even in California, are women. There is the field of medical practice. For all diseases of women and children—that is, for the great majority of cases requiring medical treatment—female physicians ought to be better than male. There is the field of authorship. Here, too, female writers of books have been among the most successful. I need but mention your own Mrs. Jackson. There is the field of teaching. Of the 300,000 instructors in the public schools, 165,000 are women, to every one of whom a higher education would have given an increase of power. It is a very common and very serious mistake to train up girls as if the end and aim of their education should be matrimony. Marriage is not a thing to be sought nor shunned. It is an incident, not an end. It should no more be held up as the great object of a girl's life than it should be held up as the great object of a boy's life. High character and noble service to humanity are the objects of life, whether to male or female. The single life is often the happiest, often the most useful. Wedded life is often unfortunate, especially when the intellect is uncultivated.

But one thing is sure ; a highly educated woman—highly educated, I mean, in both mind and heart—if married, will make almost any home happy. Her husband cannot but reverence and love her. Her house will surely have a hundred sources of gladness and comfort, of which the uncultivated know nothing. Her children will find in her a guide, philosopher, teacher, inspirer ; one not foolishly but wisely tender ; one who, if need be, can turn misfortunes into stepping stones, find joy in privations, conduct her bright boys through the richest fields of art, of literature, and of science, prepare them for college, and even take them through a college course. To love such a woman as wife or mother is itself a good education.

Is it not high time, too, that there should be a larger number of gifted women for companionship with gifted men ? The youth goes to college, leaving his sister behind. Through four years he is advancing in intellectual attainments ; she is stationary. He studies a profession three years ; she reads the novels and the fashionable periodicals ; she eats, dances, paints, dresses, pounds the piano, rides in a carriage, goes to the opera, travels in Europe, moves in society, contemplates her face in the mirror, meditates on “the coming man.” Her brother, practicing a profession, is always scaling new heights, or is daily growing wiser, keener, in the transaction of business. Ever since he went to college or began to conduct great enterprises, she has been at a stand-still, engaged in the dreary occupation of pleasure-hunting, or fashion-hunting, or, dreariest of all, husband-hunting. She has learned nothing worth knowing. Is that the woman best fitted to be the wife of a strong, true, earnest man—the mother of brave, manly, aspiring boys, or thoughtful, true-hearted girls ? Limitations of woman’s spiritual nature thus react and retard the development of the race.

Married or unmarried, the best thing for every young woman is to gain all possible cultivation of mind and heart as a preparation for noble living. In the sharp struggle for existence, or for business success, in the midst of dishonesty, in the midst of impurity, she must be unselfish, conscientious, pure, “wise as serpents, harmless as doves.” All the more need, again, of the broadest knowledge, the most generous discipline, the keenest intellect. Anybody can get rich by stealing ; she must get rich, if at all, by superior diligence, economy and sagacity. If her education has been sound, she will have learned to be content with slow gains and small savings ; to respect honest labor, however humble it may be, and to live within her income. She will

not wear out her soul, nor harden her heart, in persistent struggles to be rich. She will set a just estimate upon mere wealth, for she will have learned with Carlyle that "Nature, when her scorn of a slave is divinest, and blazes like the blinding lightning against his slavehood, often enough flings him a bag of money, silently saying—'That! away! thy doom is that!'" She will have laid up against all possible adversity imperishable stores of noble imagery, of lofty sentiment, of precious truths; she will have acquired the more than Midas touch that turns the commonest things to treasures more precious than the golden wedge of Ophir. She will have proved by her own experience that "Wisdom is better than rubies, and all the things thou canst desire are not to be compared unto her; length of days is in her right hand, and in her left hand are riches and honor; her ways are ways of pleasantness, and all her paths are peace."

But some one may say, "Girls, as well as boys, ought to receive a practical education." Granted; but what is practical? Is nothing practical but what ministers directly to bodily wants, or helps to coin money? Is anything more practical than perfect health, keenness and consecutiveness of thought, nimbleness of apprehension, the ability to study a subject long and deeply and to arrive at a sound conclusion, quickness to recognize merit and detect shams, an eye to see and a hand to test the contents of an object, the accurate estimate of human nature which comes from association with the sages and heroes of the past and with many growing minds, a heart to appreciate goodness and greatness, a soul to enjoy noble thought, lofty imagination, sharp wit, genial humor, beautiful or grand scenery, exquisite music, the masterpieces of art?

But it may be objected that young women of eighteen or twenty ought to be "in society." I know how fascinating much of this so-called "society" is; a ceaseless round of pleasure, the glitter of wealth, the pomp of fashion, the jewels, the dresses, the equipage, the furniture, the rouge, the perfume, the pride of personal beauty, the flattery, balls, operas, "æsthetic tea," splendid music, brilliant breakfasts with distinguished artists or rising authors, or freshly imported, sometimes real, noblemen—it is all very fine; literally very intoxicating sometimes! And it does not require much intellect? No. An uneducated woman can dress well, though not quite so tastefully as if she had waited and studied four or five years more. She can paint canvas or complexion, though not quite so delicately as her highly educated sister. She can eat and drink, though not quite so discreetly. She

can converse, though not quite so wittily or so sensibly. She may, in spite of temptations, become at last a good wife, though not quite so beloved ; a good mother, though not quite so revered. But when the rose of youthful beauty has faded, and there is no mental beauty to take its place ; when the whirl of fashionable pleasure has ceased, and there is no lofty intellectual joy to follow ; when the essential vanity and bitter mockery and shameful waste of living for show torture the awakened conscience ; how sad the lament, how keenly felt, though unspoken, " Would I had secured a good education before I entered society ! My life would not have been so total a failure. But it is too late." O, American girl ; child, perhaps, of one who fought for his country ; descendant, perhaps, of one who loved truth more than life ; daughter, it may be, of one who faced dangers and encountered toils and submitted to privations on this far-off coast, that he might gain the means of making his children happier than himself ; ill does it become you to leave unimproved all that is most angelic in your nature ; untasted the pleasures of science and the delights of learning and the glory of a cultivated intellect, and plunge prematurely, if at all, into the vortex of fashion and frivolity and pleasure-hunting and husband-hunting !

" Thou wast not made for lucre,
For pleasure, nor for rest."

What are the ends to be sought in the higher education ? I answer :

1. Physical perfection. Perfect health of body is essential to perfect intellectual and spiritual excellence. Great genius and the most saintly characters have indeed existed in frail and diseased bodies ; but it is clear that, as a rule, such mental or spiritual gifts could have accomplished far more, if the physical frame had been the willing and efficient instrument of the soul, instead of a clog or a burden. Then, too, God has made us lovers of beauty, of symmetry, of grace, and of strength ; and, so far as is consistent with the obligations we owe to others, it is our duty to be good-looking, symmetrical, graceful, and strong. It has not been customary in college to attach importance to physical excellence. In some of the foremost it has been totally ignored. In none has it yet received adequate attention. We want no female acrobats, or athletes, or amazons ; but we do want health, strength, endurance. Every seed of disease should, so far as possible, be eradicated ; every curable

physical imperfection remedied ; every awkwardness corrected. There is no necessity for consumptive chests, unnaturally curved spines, Grecian bends that would have excited the laughter or pity of every Greek, pet diseases, morbid appetites, squeamishness, languor, slovenliness, clumsiness, ugliness. All human faces may look good ; and what is good-looking but looking good ? All human forms may be strong ; nearly all may be symmetrical. Every girl may be graceful in gesture, in walking, sitting, standing, in every movement ; and this strength and these graces should be insisted upon as conditions of promotion or graduation.

How shall this excellence be secured ? By a well-endowed professorship, with an incumbent who shall magnify his office and press these matters upon all concerned ; by thorough instruction in physiology and hygiene ; by unceasing effort under wise direction to overcome defects, to stimulate and to guide ; by unceasing vigilance on the part of every teacher ; by systematic and varied sports and recreations out of doors, and the best of light gymnastics within doors ; by some daily physical employment that has an element of utility, perhaps a form of housework ; by temperance in eating and drinking ; by careful obedience to all the laws that God has impressed upon the body ; by purity of heart, benevolence of thought, righteousness of life.

A distinguished Massachusetts educator, Bronson Alcott, at the age of eighty, upon being asked to what he owed his sound health in his old age, replied, "It is because I have kept the Ten Commandments." But integrity of heart and life not merely contributes to health. The soul moulds the body to its own likeness. The sculptor within is forever carving your face to his own angelic or beastly or diabolical likeness. Spencer recognizes this fact when he says,

"For of the soul the body form doth take,
For soul is form and doth the body make."

Milton recognizes this lofty moulding power of the soul in his picture of the perfect woman, Eve :

"Grace was in all her steps, heaven in her eye,
In every gesture dignity and love."

Lowell, too, in his *Ghost Seer*, notices the opposite effect of the meaner spirit :

“There walks Judas, he who sold,
 Yesterday his Lord for gold ;
 Sold God’s presence in his heart
 For a proud step on the mart!—
 In his eye that stealthy gleam
 Was not learned of sky or stream,
 But it has the cold, hard glint
 Of new dollars from the mint.”

In the long run, the goodness inside will shine through. Even the homeliest face, like that of Henry Clay with its steel-trap mouth, or that of Abraham Lincoln or George Eliot with its unspeakable outline, may be so lighted up with intelligence, kindly sympathy and all-pervading charity, as to be winning and at times fascinating. It will be well for our youths and maidens to remember that the highest physical attractiveness is unattainable without intellectual and moral excellence. Would you be beautiful? Be wise and good. In a more literal sense than is commonly supposed, the homely proverb is true, “Handsome is that handsome does.”

2. Intellectual perfection is of course to be a leading aim. Mental excellence is attainable by all. We see what we are trained to see ; and the world is a thousand-fold richer to the well-trained. The object is not ambitious display ; rather, the more education, the more modesty. What we want is sound common sense, the ability to meet and quickly conquer the difficulties that daily arise ; felicitous speech and felicitous silence ; an eye, microscopic, spectroscopic, and telescopic ; an ear quick to distinguish the melodies ; a rhythmic, creative soul ; a hand, deft, delicate, strong, because filled with brain. Usually, if not always, knowledge is power. Philology confirms practical philosophy ; for it declares that the man who knows is the man who *can* ; the king is the *cunning*, the *knowing*, the able. If an educated man work with his hands, he should strike a surer, heavier blow than the uneducated. But he will soon wield the elements, and, if he smite, it will be with a Thor hammer. If a rightly educated woman is a housekeeper, she will bring the resources of science to insure even the best food and fuel and light, perfect drainage, pure air and water, exercise that brings rosy health, the highest comforts of home. Sought in the right spirit, knowledge is nobleness. It lifts in the scale of being, makes us less like brutes, more like angels. We are drawn by our studies to believe that in the Divine Mind exists the type of every species of things, even including a plan of life for every living creature.

Shall man, the crown of all His works, not have the noblest of all missions, a career of ideal perfection? Is it not a fair inference—nay, an irresistible conclusion? Normally, knowledge is joy. What gladness should be his who can read the thoughts recorded in rocks or stars! What a world of beauty may he revel in, who can see with his mind's eye the contents and the possibilities in the tiniest seed, the minutest drop of water, the thinnest film of blood! What delight should his be who has proved by investigation that, in spite of all seeming contraries, "the key-note of the universe is joy!" Knowledge is inspiration. It suggests the power of an endless life. It infuses a sense of kinship with the loftiest souls that ever walked this earth, a kinship with God himself. What heroic efforts should he make, who knows that he is a coworker with the Omnipotent, and recognizes in history the unmistakable hand of Him who "doeth His will in the armies of heaven and among the inhabitants of the earth"!

As instrumentalities in this higher intellectual training, the classics and the mathematics have hitherto occupied the most prominent place. The prolonged study of the Latin and Greek tongues has in the course of ages become a kind of mental gymnastics, admirably fitted to insure thoroughness, precision, force, flexibility, and delicacy of thought.* The method of teaching them in the best schools is

* The expediency of dispensing with the study of Greek in schools preparatory to college was pretty thoroughly tested in the University of Berlin during the ten years preceding 1880. A decree of the Minister of Public Instruction, at Berlin, December 7, 1870, directed that students who had completed the course of study in the *Realschule*, should be admitted for the purpose of studying mathematics, physical and natural sciences, or modern foreign languages. In the *Realschule*, as compared with the *Gymnasium*, the study of Greek is entirely dispensed with, the study of Latin is considerably reduced, and the time so gained is given to English, German, French, mathematics, and physical and natural science. Accordingly, many hundreds of students so prepared in the *Realschule* were admitted into the University of Berlin. What was the result? On the 8th of March, 1880, after a ten years' trial, the Faculty, consisting of thirty-six regular professors of this, perhaps the foremost of the German universities, presented to the Royal Minister of State their unanimous opinion in writing against the plan of dispensing with Greek, and in favor of a return to the old classical standard. The professors of Higher Mathematics say that the classically trained pupils "are, as a rule, superior to their fellow-students from the *Realschule* in scientific impulse and apprehension, and in capacity for a deeper understanding of their science." The professor of Astronomy declares that, "almost without exception, the young men trained in the *Realschule*, cannot in the end bear comparison with those trained in the *Gymnasium*, their development being slower, more superficial, and less independent." The professors in Chemistry say that those classically trained in the *Gymnasium* "almost invariably carry off the honors in the end," "have acquired in a higher degree the ability to understand and solve scientific problems," "evinced a more lively interest than the graduates of "*Realschulen*" and Industrial schools," and "stand relatively better in the examinations." The instructors in the Descriptive Natural Sciences observe that the

wonderfully fine, almost one of the fine arts. The study under such training imparts tone and character to a whole institution. It marvelously enriches and vivifies the English vocabulary, at least two-thirds of which is taken directly from those languages. It opens interesting and instructive chapters in history. It puts the learner in intimate communion with some of the choicest intellects and greatest souls. It introduces to wonderful civilizations, in which the student is like a traveler in a new land, gaining breadth and wisdom at every step. It lifts into regions of imagination, from which all modern literatures, and more especially the English, have drawn thousands of beauties and glories, unintelligible or dim to one who knows them but at a second hand. It familiarizes with those masterpieces in poetry, oratory, history, philosophy, sculpture, architecture, and dramatic art which are the finest models in existence. It exemplifies and inculcates a chaste beauty of literary style that has never been equaled. It lays the foundation for the speediest thorough acquisition of the French, Italian, and Spanish languages, and facilitates the acquisition of German. It has hitherto been almost universally recognized as the only road leading to the degree of Bachelor of

students from the *Realschulen* have a "defective knowledge, not only of the Latin, but of the English and French languages"; that "the names and terms borrowed from the Greek cannot be made clear to them, and their want of practice in Latin is very much felt"; and that they "often evince less cleverness and more dullness in comprehending and expressing again what they have heard." The instructor in the English language complains of the *Realschüler*, that "their attainments in Latin are not so trustworthy as would be desirable"; that he has "often felt the want of a knowledge of Greek on the part of this portion of his hearers, making grammatical instruction more difficult"; that "acuteness of apprehension and independence of judgment have been almost entirely lacking among them." The professor of German says, "Judging from my experience, it is simply impossible for one who has been prepared in the *Realschule*, to acquire a satisfactory scientific education."

It will be observed that the foregoing opinions are from those very departments that might naturally be expected to be most favorable to the omission of Greek. The distinguished President of the University, Dr. August Wilhelm Hofmann, Professor of Chemistry and chiefly famous for his great achievements in the field of the physical sciences uses the following language in his inaugural address, delivered October 15, 1880: "The total result of this great investigation cannot be a moment in doubt, and may be briefly summed up as follows: That the *Realschule* of the first rank * * * is incapable of furnishing a preparation for academic studies equal to that offered by the *Gymnasium*; that the *Realschule* lacks a central point, about which all other branches may group themselves, while the *Gymnasium* possesses such a point in the classical languages; that all efforts to find a substitute for the classical languages, whether in mathematics, in the modern languages, or in the natural sciences, have been hitherto unsuccessful; that, after long and vain search, we must always come back finally to the result of centuries of experience that the surest instrument that can be used in training the mind of youth is given us in the study of the languages, the literature, and the works of art of classical antiquity."

Arts. It still furnishes a desirable passport to the company of the most cultivated and gifted in Europe and America. It makes luminous the English of the precious New Testament Scriptures. It furnishes a universally recognized nomenclature in every department of science and art. But I cannot attach much value to the protracted and profound study of mere words, the mere grammar of those tongues, the mere syntax, the mere etymologies—in a word, the mere husks aside from the kernel of thought. What has that to do with the conduct of life? I cannot see how the painful rendering of English into Latin or Greek by the same student, year after year, can furnish a very nutritious diet to a hungry soul. I fear I cannot appreciate the utility of spending months, or weeks, in mastering the rules of Greek accentuation, or memorizing the exceptions in Latin prosody. I cannot sympathize deeply with the German classicist, who on his death-bed lamented that he had not given his life more completely to a study of the dative case!

Perhaps, for mere linguistic drill, one of these two languages should be counted sufficient; and perhaps that linguistic drill should, for the average student, be confined to the course preparatory to college. Both languages should be read as a preparation, but mainly for their discipline and contents rather than for themselves. Why not discontinue wholly, in college, if not before, the translation of English into Latin or Greek? In after life, no man speaks them; no man writes them. The nice logic and delicate shades of meaning involved in the *oratio obliqua* and the subjunctive and optative moods, can be appreciated without being imitated. Omitting the unnecessary study of mere forms and petty exceptions, it will be easy to gain, in the time now given to Greek and Latin, facility in reading at sight both those languages, and, in addition, French, or German, or Italian, or Spanish. A month's practice with a native teacher would then super-add facility in speaking any one of these tongues.

Mathematics lies at the base of many arts and sciences—we might almost say, at the base of the universe itself. There is no question as to its utility in its million applications. Beyond almost any other study, it is found to promote a habit of concentration, steadiness, and logical method. But as a discipline in training one to reason on probabilities, drawing conclusions from uncertain premises, weighing contingencies and striking a just balance—in such reasoning as constitutes the logic of events—such reasoning as underlies almost all the conduct of life—the deep study of mathematics is perhaps not the

best discipline. All in mathematics is certain ; all the events of life are uncertain. Its value is great ; but it is possible for a profound mathematician to be unpractical, illogical, foolish.

If the proper study of mankind is man, history and mental philosophy will always have a place in the curriculum of a higher education. They ought to be made exceedingly interesting and profitable.

As to the teaching of physical science, the tendency which we observe in many colleges to attempt to crowd the work of the lifetime of a great master into the four years of a college course, necessarily ends either in superficiality or in a disproportionate exaltation of one branch over others. The thing to be done would seem to be to map out carefully the boundaries of the principal fields of knowledge ; to illustrate the method of investigation in each, giving the student actual practice therein, as in chemistry, physics, botany, biology ; and to show where and how to find and use the best authorities on any given topic. Such a variety of fields of labor should be shown, and such a beginning should be made, that the student can intelligently elect one in which, in after years, he may delight to walk and work. For in an ideal society every one has, in the first place, a broad, deep basis of learning and culture, and, in the next place, some favorite science, or art, or department of labor, in which, year after year, he can attain high excellence, and even become at last a recognized authority. How rich would our civilization be, if each were thoroughly educated in the general foundations and extraordinarily proficient in some specialty, knowing a little of everything and a great deal of some one thing !

The value of the study of physical science as a mental discipline does not, as some might suppose, depend upon the prosecution of one branch until the student becomes a full-fledged chemist, astronomer, botanist, or other scientist. It depends rather upon the habit it engenders and fixes of keen observation and careful reflection. Given such habits, the foundation is well laid : this is all that a college can undertake. When the institution flowers into a university, specialists will ripen, but not till then.

As combining mental discipline with the commonest utility, the study of the English language and literature is unsurpassed. It is not necessary that the average American girl be a linguist in Latin, or Greek, or French, or German, or Spanish, or Italian, or profoundly versed in any of these literatures ; but it is necessary that she be able to speak and write her own language with correctness, fluency, and

elegance, and that she be not ignorant of those literary productions of which the English-speaking world is proud. There is in the great English masterpieces an educating power of which teachers in general have little conception. Merely to be able to read the best passages aloud, with just appreciation and appropriate vocal expression, is no insignificant attainment; yet it should be insisted upon as an indispensable prerequisite to a diploma. And why should not these great works be made the foundation and the material for linguistic and rhetorical study, as the masterpieces of the Greek writers have been from time immemorial? Form and style aside, and perhaps we ought not to except these, is there anything in Æschylus or Sophocles richer than in Shakespeare? anything in Homer grander than in Milton? anything in Demosthenes nobler than in Chatham, Burke, or Webster? anything in Plato superior in moral beauty to the utterances of Moses, or David, or Job, or Solomon, or Isaiah? Why, a thorough understanding of the three great English classics—the Bible, Shakespeare, and Milton—would be better than the entire education given in nine-tenths of the so-called colleges. A systematic and progressive study of the English language and literature through four years, seems to me one of the most desirable features in any institution for the superior instruction of American women.

But there are truths which unaided intellect cannot grasp. They lie beyond the domain of mere logic and physical science. In the realm of sentiment, emotion, and faith, the mind gropes, the tongue falters; yet the forces are there, vast and overwhelming; and from them comes truth, not always to be formulated, but yet most real, the parent of the highest wisdom. On the profoundly religious nature dawns a light of which the masses never dream. "Blessed are the pure in heart, for they shall see God." And this brings us to the most important end to be sought in the higher education of women. It is

3. Moral perfection. We assume that at the center of the universe is enthroned a Power that makes for righteousness. It *is* good and it *does* good. Alas for us if we are not in sympathy with that Power; the universe is against us! While we aim at the finest physical health, the shrewdest common sense, the best classified and most comprehensive external fundamental knowledge, the trained eye and the adroit hand, the most vigorous intellectual discipline, let us remember that, whatever we learn or fail to learn of science, or language, or history, or philosophy, or art, the heart must be pure, the

conscience keen, the purpose to serve that central Intelligence by being useful to man must be definite and absorbing; the whole being, heart and soul, must be irreversibly set to do one's part in making the world better and happier. It should be distinctly understood that, without such a steady, intelligent, industrious devotion to duty and to goodness, life, though passed in more than royal luxury, is a failure. But given bodily health, cultivated intellect, enlightened conscience, wise patriotism, modest self-sacrifice, resolute consecration to the work of lifting some one person, at least, higher in the scale of being, of freeing one's self and others from the thralldom of appetite, of diffusing more and more the spirit of mutual helpfulness and all-embracing charity; with hand ready and strong to help the weak one who is struggling up, or thwart the influences that are dragging down—such a life, though passed in penury, and cold, and hunger, and unpopularity, is a magnificent success, and needs but a fortunate identification with some one great cause to achieve the highest greatness of which human nature is capable. On many a monument or mausoleum that towers in splendid mockery towards the skies over the dust of one who, while he lived, "was clothed in purple and fine linen, and fared sumptuously every day," the lying epitaphs have vanished at last, and the muse of history has written in letters that all may read—

"Born to eat and be despised and die,
Even as the brutes that perish; save that thou
Hadst a more splendid trough and wider sty!"

But costly temples are still rising in many lands, and ever increasing millions stand with uncovered heads, or fall upon their knees, in honor of one born in a stable near nineteen hundred years ago, houseless and homeless, and at last cruelly slain, who came not to be ministered unto, but to minister. "Why do you ride in a third-class car?" said a fashionable woman to a rich curate of the English Church, who sought every opportunity to labor with the poor. "Because there is no fourth class," was the reply.

Is it too much to hope that such a lofty purpose of beneficence may be formed in every breast? a practical recognition of the divine Fatherhood, the universal brotherhood? a conscious enrollment in the company of those who in every age stand for truth and right and human weal?

If we ask for the instrumentalities, we are favored with many

creeds, many societies. Each has its special value. In some one of these almost any sincere person might find valuable help. In the study of the sacred books and of the lives of the best men and women, there is perpetual inspiration. But chief in importance must be the example of instructors who are visibly living the higher life. In the presence of such a witness, skepticism vanishes, atheism is dumb.

Unworthy motives must be discountenanced. Prizes for relative superiority ought perhaps never to be given in a girls' school. If such stimulus is needed, the fact proves that the teachers are not competent. Women were not made to be competitors, but help-mates of each other, as well as of man. It is better to be an indifferent scholar than to be stimulated to greater learning by the sole desire of outdoing somebody else. The emulation so fostered would seem to be the very essence of selfishness; its natural outcome, conceit, hardness, Ishmaelism. Sound learning may well say of such aids,

*"Non tali auxilio, nec defensoribus istis,
Tempus eget."*

For the building of institutions in which these principles and ideas shall prevail, the time is auspicious. We are living near the middle of the last quarter of a century more remarkable than any other for the progress of civilization. And, of all the elements of that civilization—wealth, science, art, literature, invention, freedom, religion—perhaps no other has made a progress so vast as education. Kindergartens, normal schools, Chautauqua circles, Sunday schools, chairs of pedagogics, societies for the encouragement of home studies, teachers' institutes, public libraries, the educational newspaper—these and other mighty agencies have been superadded to the didactic machinery of a hundred years ago. But the most salient feature in this progress has been the advance in female education. In the year 1800 there was probably not an institution, even in favored New England, in which a young woman could study higher arithmetic, algebra, geometry, rhetoric, Latin, Greek, or any modern language. Now we have in the United States at least one hundred and twenty colleges and universities, some of them in the very front rank, open equally to both sexes, and numbering three or four thousand women engaged in proper college studies; two hundred and twenty-seven other seminaries, most of them termed colleges

and many of them worthy of the name, expressly designed for the collegiate instruction of women, and containing 29,000 young lady students ; over fifteen hundred academies for secondary instruction, nearly all admitting girls, who number about 70,000 pupils out of a total of 138,000 ; one hundred and fourteen public normal schools, with over 28,000 students in training to become teachers, the ladies outnumbering the gentlemen two to one ; and thousands of high schools, in the most advanced of which, as in Boston, Chicago, and San Francisco, the female students constitute a majority.

For the building of such institutions as we propose, the spirit of the age, too, is auspicious. The time is fast approaching when a young lady who voluntarily neglects the abundant opportunities to gain the higher education will be likely to be regarded as lacking in sense or energy, antiquated, belonging to a past generation. The coming woman evidently is to possess physical grace and strength, speech fluent and sprightly and wise, a nimble apprehension, clear common sense, elegance born of converse with the choicest minds, a keen enjoyment of music and art, intelligent patriotism, a soul alive to the beauties and sublimities of nature and moved almost to idolatry by the still more beautiful and more sublime deeds of heroic history ; a supply of intellectual and moral riches, the best thoughts and noblest words of the best and noblest ; faith in God and faith in man ; a heart warm, brave, tender, and true ; a sense of honor, of right, that will die a thousand deaths rather than stoop to shame ; a love that shall make home heaven. Well sings our greatest living American writer :

“ Not as all other women are
Is she that to my soul is dear ;
Her glorious fancies come from far
Beneath the silver evening star,
And yet her heart is ever near.

“ Great feelings hath she of her own,
Which lesser souls may never know ;
God giveth them to her alone,
And sweet they are as any tone
Wherewith the wind may choose to blow.

“ Yet in herself she dwelleth not,
Although no home were half so fair ;
No simplest duty is forgot,
Life hath no dim and lowly spot
That doth not in her sunshine share.

“ She doeth little kindnesses,
Which most leave undone or despise ;
For nought that sets one’s heart at ease
And giveth happiness and peace
Is low-esteemed in her eyes.

“ She hath no scorn of common things ;
And though she seems of other birth,
Round us her heart entwines and clings,
And patiently she folds her wings
To tread the humble paths of earth.

“ Blessing she is : God made her so.
And deeds of week-day holiness
Fall from her noiseless as the snow,
Nor hath she ever chanced to know
That aught were easier than to bless.

“ She is most fair, and thereunto
Her life doth rightly harmonize ;
Feeling or thought that was not true
Ne’er made less beautiful the blue
Unclouded heaven of her eyes.

“ She is a woman : one in whom
The spring-time of her childish years
Hath never lost its fresh perfume,
Though knowing well that life hath room
For many blights and many tears.”

And well may the poet add :

“ I love her with a love as still
As a broad river’s peaceful might,
Which, by high tower and lowly mill,
Goes wandering at its own will,
And yet doth ever flow aright.

“ And on its full deep breast serene,
Like quiet isles my duties lie ;
It flows around them and between,
And makes them fresh, and fair and green,
Sweet homes wherein to live and die.”

And why may not California be the place for this choicest outcome of all the ages? Women are everywhere better than men ; girls are better than boys ; but here it seems to me as if the men were larger and stronger, the women fairer and healthier, than I have

elsewhere seen. The mental and physical energy, the courage, the self-sacrifice, that brought nine-tenths of these typical Americans to the Pacific shore, still characterize the sons and daughters. Better material for lofty manhood and womanhood does not exist on earth. Under these genial skies, unhindered by the extremes of an inauspicious climate, less fettered by tyrannical customs ; here, where bounteous nature all the year long pours forth her treasures in unparalleled variety and inexhaustible profusion ; here, where the light of America confronts the light of Asia as the golden west glides into the purple east ; it needs but the highest education to produce a society not less rich in intellect and far nobler in morals than that of ancient Greece in her palmyest age, and to realize, not in external nature alone, but in spiritual beauty and grandeur also, the fulfillment of Shelley's prophetic vision—

“A brighter Hellas rears its mountains
From waves serener far,
A new Pæneus rolls its fountains
Against the morning star.”

Nor could a fairer foundation have been laid for one of the institutions that may usher in “the all-hail hereafter,” than has been laid in this particular spot. The far-seeing sagacity, the unwearied toil, the sleepless vigilance, the unselfish devotion, the perfect consecration of Dr. and Mrs. Mills, have made this seminary a nobler monument and a more valuable gift to the cause of education than the ancient world ever saw. It is for us to foster, develop, and expand it in accordance with the plans of those royal minds and large, loving hearts. Let it be distinctly understood that Mills *Seminary* is not to be destroyed, nor crippled, but to be made more efficient, if possible, than before. A college is to be superadded, but the old seminary is to continue until it is clear that it is no longer needed. No one of its officers or instructors would favor the plan of suddenly discontinuing its work ; still less of changing a first-class seminary into a second-rate college. Both seminary and college are needed now. Let us perfect them both. The college proper must be a growth ; how rapid or how slow must depend in a great part upon those liberal men and women of California, who, like these two benefactors, shall show how godlike it is to use large resources for the good of their fellow men. We can have but a life estate in accumulated wealth ; is it not wise, like Peter Cooper, long before death, to

insure to many generations the benefit of the reversion ? There are professorships to be established and to be called forever by the names of the generous givers of the endowment, scholarships to be created that shall bear through all time the names of the donors. We need an observatory to be similarly designated ; and laboratories, physical, chemical, botanical, zoological ; a vastly larger library ; an art gallery ; a gymnasium, and other buildings ; a lake, on which these young women, in boat clubs, may take the most delightful and most healthful of all exercise. What more honorable ambition than to desire to perpetuate one's family name, or the name of a dear friend, by linking it forever with a public benefaction ? Oxford University has lasted a thousand years ; we trust that this institution will stand till the end of time, and the names of the scholarships already given, and of their munificent donors—William Raymond, of San Francisco ; Mrs. William Hyde and Sarah R. Sage, of Ware, Mass. ; James and Margaret Williamson, of New York ; Mr. and Mrs. William H. Bailey, of the Sandwich Islands ; Mrs. M. S. Percy, of Oakland ; Mrs. William E. Dodge, of New York ; Fannie Morrison, of Santa Clara ; and Leavitt H. Hallock, of Portland, Maine—these names will never die. May they be but the beginning of a long roll of names, never-to-be-forgotten, liberal patrons of this institution and real benefactors of their race !

Gentlemen of the Board of Trustees, Teachers, Pupils, Friends :—Entertaining such views of the need, the nature, the instrumentalities, and the possibilities of female education on the Pacific shore, the invitation to take charge of this institution came to me like a call from heaven. So may it prove. But I must ask you to be patient with me. Grateful beyond expression for the kindness I have received and the confidence you have expressed, I must beg you to remember that one man is little or nothing ; associated effort under God is well-nigh all powerful. Give us your sympathy, your counsel, your liberal assistance, your earnest prayers. So may our directors ever be guided from on high, so may our teachers all be taught by a better than human wisdom, so may our pupils learn the great lesson of life, that all who in coming time shall have knowledge of this institution may be able confidently to bespeak for it the sympathetic support of good men and the loving smile of Almighty God !



LIBRARY OF CONGRESS



0 022 138 736 3